

Paraphrasing

1. Reread the original passage until you understand its full meaning.
2. Set the original aside, and write your paraphrase on a note card.
3. Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or phrase to indicate the subject of your paraphrase.
4. Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.
5. Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.
6. Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

Include a number of paragraphs. Students have to read the paragraph, then paraphrase it in their own words. As the notes above suggest, only when they fully understand the paragraph, can they paraphrase it.

Some examples to compare

The original passage:

Students frequently overuse direct quotation in taking notes, and as a result they overuse quotations in the final [research] paper. Probably only about 10% of your final manuscript should appear as directly quoted matter. Therefore, you should strive to limit the amount of exact transcribing of source materials while taking notes. Lester, James D. Writing Research Papers. 2nd ed. (1976): 46-47.

A legitimate paraphrase:

In research papers students often quote excessively, failing to keep quoted material down to a desirable level. Since the problem usually originates during note taking, it is essential to minimize the material recorded verbatim (Lester 46-47).

An acceptable summary:

Students should take just a few notes in direct quotation from sources to help minimize the amount of quoted material in a research paper (Lester 46-47).

A plagiarized version:

Students often use too many direct quotations when they take notes, resulting in too many of them in the final research paper. In fact, probably only about 10% of the final copy should consist of directly quoted material. So it is important to limit the amount of source material copied while taking notes.

Adapted from: <http://owl.english.purdue.edu/owl/resource/619/01/>

Chapter 1: Changing words

Paraphrasing is a very important skill to learn before you start your diploma or degree. If you learn how to do it well, you can avoid getting into trouble for plagiarising. Paraphrasing is more detailed than a summary. Usually, at the end of the paraphrased section, you will need to put the source such as the website's name or the author of the book.



Changing words

The first stage of paraphrasing is to change some of the words. This is easy to do, but it is not the best way to paraphrase. Nevertheless, it is the first step into paraphrasing.

Example:

A: The movie was **good**.

B: The movie was **excellent**.

The example above is a simple paraphrase. We take the word '**good**', find a suitable synonym, '**excellent**,' and use it. Below are some more example sentences. Take a look at the sentence and then choose the word which can be best replaced.

1. She was **uneasy** about the test, because she hadn't studied.
 - a. anxious
 - b. excited
2. The people who cheat, never **accomplish** anything worthwhile in life.
 - a. fail
 - b. achieve
3. Whereas **preserving** the environment is important, we have to consider the best way to do it.
 - a. conserving
 - b. exhausting
4. Even though the new car she is buying is quite **pricey**, it is safe and economical.
 - a. expensive
 - b. cost effective
5. With the increasing cost of petrol, drivers around the world are looking at ways to **reduce** their transportation costs.
 - a. raise
 - b. decrease

In the next section of questions, find an appropriate synonym to replace the word in bold. If you type the word into Google with the word synonym, you can get a lot of results. Try the Miriam Webster side.

Chapter 1: Changing words

6. Many students are refusing to give up their phones in the class room as they say it **aids** them in their learning.

Aids - _____

7. The first argument against online education is that they may create a **dependence** on technology and reduces the role of the teacher.

Dependence - _____

8. Another argument why we should **protect** the environment is that we can save areas from commercial development.

Protect - _____

9. There are a number of people who claim that smoking does no harm and should not be banned. **Conversely**, there are just as many people who highlight the negative effects of it.

Conversely - _____

10. For many people around the world, education is a luxury, as in some countries it is not readily available as in others.

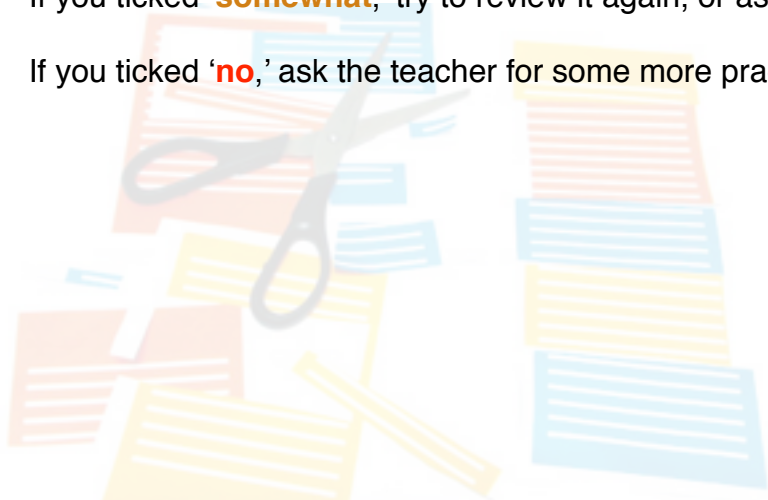
Readily - _____

Was this chapter easy?	
Yes	
Somewhat	
No	

If you ticked '**yes**,' move on to chapter two.

If you ticked '**somewhat**,' try to review it again, or ask the teacher/friend to help you.

If you ticked '**no**,' ask the teacher for some more practice.



Chapter 2: Changing the structure Pt. 2

In the last chapter, we looked at changing *single* words in a sentence. Whereas this is not the best way to paraphrase, it is a good start. So, now let's look at paraphrasing in more detail. We will look at how we can change the structure of the sentences by changing more words.



Example:

The majority of people who joined the the event were adolescents.

Change

Many of the people who attended the event were young.

Change the underlined words.

1. As the internet becomes more widespread, numerous people rely more and more on their smart phones.

2. Even though there are opportunities to find work, some students have struggled.

3. Some students were expelled for violating the university's "no flighting" policy.

4. Whereas the team's strategy is a little unorthodox, they some how won the match.

5. He postulated that if students did more homework, the level of their comprehension would significantly increase.

6. In addition, a powerful weather front, is expected to batter South East Asia this week.

In the following sentences, decide which words to change.

7. The purpose of this essay to to explain the causes and effects of safeguarding the environment.

Chapter 2: Changing the structure Pt. 2

8.

Was this chapter easy?	
Yes	
Somewhat	
No	

If you ticked '**yes**,' move on to chapter two.

If you ticked '**somewhat**,' try to review it again, or ask the teacher/friend to help you.

If you ticked '**no**,' ask the teacher for some more practice.

Do you want to use the full quote, especially if it is striking. "I have a dream."

If you like the idea, but not how it is written, paraphrase it!

Change the voice

Change nouns to verbs

Use Conjunctions

Clauses

<http://www.eslwriting.org/learn-paraphrase-writing/>

Chapter 3: Changing the voice

In chapters 1 and 2, we looked at changing single words and multiple words in order to change the sentence. Is this paraphrasing? Well... no, not really. But, we are getting close to it. There is another method we can use, which is changing the voice of the sentence. This often means, changing a sentence from active to passive voice. Take a look at the example below.



Example:

Active voice - I handed in my homework late, which angered the teacher.

Change to

Passive voice - The homework was handed in late, which angered the teacher.

You will have studied this grammar point before, but if you need a little more practice, you should look online for information on 'passive voice.'

1. In this essay I will discuss the advantages and disadvantages of studying abroad.

2. You will have to finish the final assignment by the end of the week.

3. In April, 2013, the technology company 'Go-Tech,' laid off 2,000 workers.

4. According to the SPCA many people abandon their pets in January each year.

5. Apple has announced that in January 2014, they will release the highly anticipated iPhone 6.

6. By next year, the government will have finished the new MRT line.

7. Millions of tourists have visited the Great Barrier Reef in Australia.

Chapter 3: Changing the voice

8. The teacher helped the student to not only improve her written skills, but to help her get an A grade on her final examination.

Was this chapter easy?	
Yes	
Somewhat	
No	

If you ticked 'yes,' move on to chapter two.

If you ticked 'somewhat,' try to review it again, or ask the teacher/friend to help you.

If you ticked 'no,' ask the teacher for some more practice.

Now you have completed three chapters. You can:

- Change single words
- multiple words
- the voice

You are on the way to paraphrasing. And, while this is not perfect paraphrasing, it is a great start. In the next chapters, you will learn how to ...



Chapter 4: Changing nouns to verbs

In this short chapter, you will learn how to change nouns to verbs. This is another simple form of paraphrasing. It is useful, as you can change sentences from being very 'wordy' to being more direct.



Example.

Wordy - The class **gave a presentation** about homelessness.

Change to

Short - The class **presented** about homelessness.

1. There is a need for an assessment of the students' spoken proficiency.

2. The government is conducting an investigation into bribery.

3. There is a need for the development of new schools in poorer areas.

4. The student did not give an explanation as to why he was late.

5. There should be more organisation in this classroom.

6. It was important for the team to put on a good performance if they wanted to win.

7. There is no need for further study into this point, as you already understand it.

8. The class debate concerned the issue of personal safety.

9. A selection of students from this class will be sent on a trip to the U.K.

Chapter 4: Changing nouns to verbs

10. The study made a comparison between study skills now, and the study skills of students 30 years ago.

11. The need for more research into the ways students prefer to study and learn.

Was this chapter easy?	
Yes	
Somewhat	
No	

If you ticked 'yes,' move on to chapter two.

If you ticked 'somewhat,' try to review it again, or ask the teacher/friend to help you.

If you ticked 'no,' ask the teacher for some more practice.

<http://youtu.be/Fa00-COrw8Q>

Chapter 5: Linking sentences

Welcome to chapter 5. So far you have learned how to change words in a sentence, or changing the voice. Another paraphrasing skill you can learn is combining sentences using 'FANBOYS.' This means, For, and, nor, but, or, yet, so. By using these words, you can connect to sentences together. You can also use: *after, although, as, before, even if, even though, since, though, unless, when, whereas, whether, while.*



Example 1

The class was cancelled. The teacher was involved in an accident.

change to

1. The class was cancelled, **because** the teacher was involved in an accident.
- or
2. **Because** the teacher was involved in an accident, the class was cancelled.

Example 2

He studied a lot. He didn't pass the test.

change to

1. He studied a lot, **but** he didn't pass the test.
2. **Even though** he studied a lot, he didn't pass the test.
3. **Whereas** he did study a lot, he didn't pass the test.
4. He didn't pass the test **even though** he studied a lot.

1. The new film has too much violence. I don't want to see it.

-
2. The teacher gives us so much homework everyday. He says it will improve our skills.

-
3. Many refugees come to Malaysia to find a new life. They are not able to find new jobs.

-
4. The number of students who go to university is increasing. After graduation they can find better paying jobs.
-

Chapter 5: Linking sentences

5. Many people like reading long books. They don't like reading long news articles.

6. I first came to Malaysia. I found the place to be culturally very different from my own.

7. There is a new train lined planned for the Sunway area. House prices will probably rise.

8. I really don't like reading in English. I will have to do it a lot for my degree.

Was this chapter easy?	
Yes	
Somewhat	
No	

If you ticked 'yes,' move on to chapter two.

If you ticked 'somewhat,' try to review it again, or ask the teacher/friend to help you.

If you ticked 'no,' ask the teacher for some more practice.

Chapter 6: Putting it all together

You have finished 5 chapters. Great work. Now, let's look at the final one. In this chapter you will practice paraphrasing sentences and paragraphs. But first, when should you paraphrase? Also, when should you just quote the information directly?

This is a difficult question and largely depends on you and your feeling.



When to quote

An easy rule to remember is, if the sentence says everything you need, you don't need to paraphrase it. For example: Martin Luther King said...

"I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character."

So, do we need to paraphrase this, or keep it as it is? If we paraphrase it, it may read something like this...

'Martin Luther King once said that he hoped is kids would have equal opportunities in society based on them as people, not as being black, white or Asian.'

The quote can be paraphrased, but sometimes, it just sounds better when you use the original. If the original conveys what you want to say, and fits in with your essay, use quotation marks ("quotation marks") and use the original.

However, be careful not to take too much of the original. You can take a sentence, but try not to quote the whole paragraph.

When to paraphrase

You will have to read lots of books, reports and websites for your university course. You will need to gather lots of ideas in order to learn more about the topic, as well as to make your assignment even better. However, you *must* take care, as even copying an idea is considered plagiarism. This is something else you will learn in another course. Nevertheless, for the moment, let's look at how we can take ideas and paraphrase them.

If you remember all the way back in page 1, there are four paragraphs including the original.

Chapter 6: Putting it all together

Chapter 6: Putting it all together

Online practice

http://www.uefap.com/reading/exercise/menu_nt.htm

Very useful website with easy, medium and hard

http://highered.mcgraw-hill.com/sites/0070780412/student_view0/____basic.html

References:

<http://www.eslwriting.org/learn-paraphrase-writing/>